

**Congress of the United States**  
**Washington, DC 20515**

March 24, 2023

The Honorable Robert Aderholt  
Chair  
Labor, Health and Human Services, and  
Education Subcommittee  
2358-B Rayburn House Office Building  
Washington, D.C. 20515

The Honorable Rosa DeLauro  
Ranking Member  
Labor, Health and Human Services, and  
Education Subcommittee  
1036 Longworth House Office Building  
Washington, D.C. 20515

Dear Chair Aderholt and Ranking Member DeLauro:

As you develop the Fiscal Year (FY) 2024 Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations bill, we urge you to appropriate at least \$900 million for the Institute of Education Sciences (IES).

IES is a semi-independent and nonpartisan agency of the U.S. Department of Education and plays a critical role in developing the research base for, and evaluating the effectiveness of, the nation's education programs. IES helps make sure that taxpayers' money is being invested in efforts that are supported by rigorous research and demonstrated results. Local, state, and federal governments invest billions of dollars on public education each year, and policymakers at all levels depend on IES-supported evidence to inform the best decisions for these dollars.

Congress has demonstrated an increasing appreciation of and commitment to the importance of innovation, evidence, and evaluation when determining how to best spend Federal dollars, especially in education. IES plays an important role in responding to needed educational recovery, which is especially important because of the declines seen in the 2022 National Assessment of Educational Progress (NAEP) math and reading assessments. IES also has funded regional research networks that are addressing the short- and long-term effects of the COVID-19 pandemic in K-12 and postsecondary education. Its ongoing work is critical to the use of evidence-based practices, increasing student achievement, and addressing the mental health needs of students and educators.

Although IES research has produced actionable results, it has been highly constrained by limited investment. New opportunities for IES to create a National Center for Advanced Development in Education (NCADE) to support quick-turnaround, high-reward scalable solutions intended to significantly improve outcomes for students, alongside IES support of foundational research and training grants, require increased investment for Research, Development, and Dissemination.

The National Center for Education Statistics (NCES) has experienced severe funding constraints that affect the quality of its longitudinal surveys, particularly as the agency faces declining survey response rates. The COVID-19 pandemic emphasized the need for data, and the recent School Pulse Panel has illuminated on-the-ground, real-time information on the challenges facing K-12 education

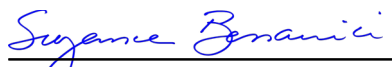
in emerging from the pandemic. Congress provided additional funding for NAEP, but funding levels still lag behind the pace of increased costs for the development and administration of tests.

Hardest hit under IES has been the National Center for Special Education Research (NCSEER). Despite operating under a budget that remains below the FY 2010 level, research funded by NCSEER has resulted in programs such as those that support decreasing high levels of anxiety in youth with high functioning autism, teaching reading to individuals with Down syndrome, and assisting students with learning disabilities in the mastery of mathematical word problems. NCSEER also provides special educators and administrators research-based resources that support the provision of a free appropriate public education and interventions to foster self-determination in students with disabilities as they transition into adulthood. With additional funding, NCSEER could support emerging research needs, including educators and school-based service providers; access, participation, and successful completion of college for persons with disabilities; and special education financing.

The Regional Educational Laboratories (RELs) conduct applied research that is directly relevant to state and district administrators, principals, and teachers. RELs also facilitate the wide sharing of research through its deep dissemination networks. Recent work by the RELs has been responsive to pressing issues. For example, REL Southeast develops and disseminates research advancing evidence-based instruction in early childhood literacy in South Carolina. This work involved a partnership with the South Carolina Department of Education to implement the Professional Learning Community: Emergent Literacy. Driven by state education agencies and other stakeholders in different regions, this work requires additional funding to support growing local and regional needs and to respond to the pandemic's effect on academic, social, and emotional outcomes.

Thank you for your attention to our request to appropriate at least \$900 million for IES in FY 2024. Our education system will be stronger in the future if we provide meaningful, sustained support for rigorous education research and evaluation today.

Sincerely,



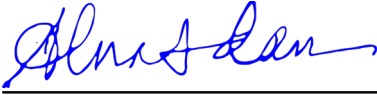
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Suzanne Bonamici  
Member of Congress



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Jared Huffman  
Member of Congress



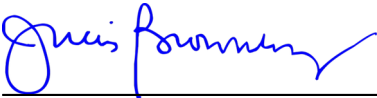
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Alma S. Adams, Ph.D.  
Member of Congress




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Donald S. Beyer Jr.  
Member of Congress



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Julia Brownley  
Member of Congress



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Danny K. Davis  
Member of Congress



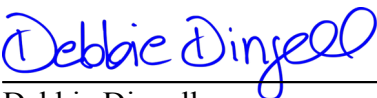
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Diana DeGette  
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Member of Congress



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Debbie Dingell  
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Josh Gottheimer  
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Raúl M. Grijalva  
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Jahana Hayes  
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Sara Jacobs  
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Pramila Jayapal  
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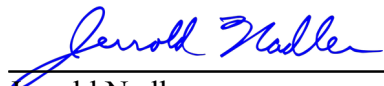
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Ted Lieu  
Member of Congress



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Seth Moulton  
Member of Congress




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Jerrold Nadler  
Member of Congress




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Jimmy Panetta  
Member of Congress




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Bill Pascrell, Jr.  
Member of Congress



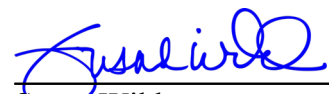
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Katie Porter  
Member of Congress



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Adam Smith  
Member of Congress



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Susan Wild  
Member of Congress



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Kim Schrier, M.D.  
Member of Congress



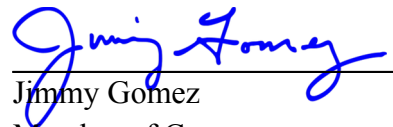
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Rashida Tlaib  
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Dan Goldman  
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Andrea Salinas  
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